DOCUMENT RESUME

ED 183 996 CG 014 221

AUTHOR	Parker, Woodrow M.; McDavis, Roderick J.
TITLE	Using Four Career Guidance Strategies With Ethnic Minorities. Module 45.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Mar 79
NOTE	86p.; For related document see CG 014 222
AVAILABLE FROM	National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Guidance; *Decision Making Skills; Elementary Secondary Education; *Ethnic Groups; Group Activities; *Group Counseling; Guidance Personnel; Minority Groups; *Needs Assessment; Occupational Information; Postsecondary Education; *Self Concept; Skill Development

ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with ethnic minorities in school settings, kindergarten through postsecondary level. The goal of this module is to help participants learn four career guidance strategies: (1) group interaction to enhance self-concept; (2) information giving for career exploration; (3) assessment to identify career needs; and (4) decision making. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HARD COPY NOT AVAILABLE

ED183996

USING FOUR CAREER GUIDANCE STRATEGIES WITH ETHNIC MINORITIES

MODULE 45

Woodrow M. Parker
University of Florida

and

Roderick J. McDavis
University of Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A.I.R.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 014221

March, 1979

Developed by the national Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

ISBN 0-89785-642-2

The writers thank the faculty members of the Counselor Education Department at the University of Florida for their helpful ideas and assistance and generous lending of resources for the development of this module. A special debt of gratitude and appreciation also is extended to Marcia Bruey and Cindy Cumming for their assistance in the preparation of manuscripts for this module.

Support for these efforts was received through the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963. Points of view or opinions stated do not necessarily represent U.S.O.E. position or policy.

TABLE OF CONTENTS

Introduction..... 1
Module Goal and Objectives..... 3
Module Outline..... 5
Glossary..... 6
Self-Concept Enhancement..... 7
Activity: A Self-Concept Enhancement Strategy.....17
Worksheet 1.....19
An Information Strategy.....21
Activity: Occupational Shopping List (OSL).....25
Occupational Shopping List.....27
Activity: A Guided Vocational Fantasy.....31
Worksheet to a Guided Vocational Fantasy.....33
Activity: Understanding Perceptions and Stereotypes about Occupations..35
Worksheet 2.....37
An Assessment Strategy.....39
Activity: Assessment Through Interviewing.....43
Vocational Assessment Interviewing Form 45
Worksheet 3.....47
A Decision-Making Strategy.....49
Activity: A Decision-Making Strategy.....57
Roleplaying Instructions for the Counselor.....59
Student (Roleplaying) Worksheet.....61
Worksheet 4.....
References.....

INTRODUCTION

INTRODUCTION

There are several factors which contribute to the need for using special career guidance strategies with ethnic minority students. Some of these factors are:

(1) Low self-concepts which leave many ethnic minority students feeling unable or ineligible to enter the broad range of available occupations. There is a need to improve the self-concepts of ethnic minority students in order to increase their vocational aspirations. Therefore, counselors need to learn skills to help ethnic minority clients improve their self-concepts.

(2) Lack of culturally relevant vocational information which appeals to ethnic minority students. Because traditional vocational information has not stimulated ethnic minorities toward further vocational exploration, counselors need to learn more innovative ways of getting across vocational information to minority students.

(3) Difficulties minorities have encountered with standardized tests. Problems such as norming procedures, low-test profiles, and the inappropriate interpretations and uses of test results with ethnic minorities are just a few of the many complications. Therefore, counselors need to learn techniques to supplement the existing assessment strategies to assist ethnic minorities in career guidance.

(4) Real or perceived restrictions in the job market which have limited the career options of ethnic minority students. This lack of career options has limited the career decision-making abilities of ethnic minority persons. For this reason counselors need to learn strategies to help ethnic minority students to increase their career options.

Four career guidance strategies to use with ethnic minority students in response to the difficulties stated above are described in this module. The first strategy is a group interaction strategy which counselors can use to improve the self-concepts of ethnic minority students. Some of the basic ingredients for enhancing the self-concept are included in this strategy. The second strategy is an information giving strategy that counselors can use to enable minorities to explore a wide variety of occupations. Counseling practitioners, who work with minority clients, have observed that many ethnic minorities lack the necessary information

required to make good career decisions. The third strategy is an assessment strategy that counselors can use to help ethnic minority students identify their career needs, interests, and values. This strategy provides a systematic approach for helping ethnic minorities develop a picture of themselves to assist them in their career choice. The fourth strategy is a decision-making strategy that counselors can use to help ethnic minority students with their career decision-making processes. This strategy allows students to make use of all of the data that they have gathered about themselves for use in making a good career decision.

These strategies are intended to supplement the existing traditional strategies; they are not intended to replace the existing strategies.

This module provides participants with readings and activities intended to help them learn four career guidance strategies to use with ethnic minority students. As a result of the module, you should be more effective in providing career guidance services to ethnic minority persons.

The order in which the four strategies appear in this module is not necessarily the order in which they might be used in a career guidance program. It is quite possible that counselors may use all of these strategies at different times or in a different order in the counseling process or may use only some of these strategies. It seems important to make this point here because it is quite difficult to know in advance where clients are in their career development. That is, one client may need vocational information before he/she can begin the counseling process, while another may have adequate career information and need only to assess his/her interests, abilities and values. Overall, these strategies should be chosen and adapted by counselors to better meet the needs of ethnic minority group members in their setting.

MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed toward counselors, paraprofessionals, teachers, and administrators in school settings (grades kindergarten through post-secondary). The module subject is the use of four career guidance strategies with ethnic minorities. This module is the second of two focusing on the special career development needs, concerns and practices for ethnic minorities.

The goal of the module is to help participants learn four career guidance strategies to use with ethnic minority students. This knowledge and these skills are essential since ethnic minority students have some unique career quidance needs, and traditional career guidance activities and programs have not adequately addressed those needs. Through this module you will learn: (a) a group interaction strategy which counselors can use to improve the self-concepts of ethnic minority students, (b) three information giving strategies which counselors can use to enable ethnic minority students to explore a wide variety of occupations, (c) an assessment strategy which counselors can use to help ethnic minority students identify their own career needs, interests, and values, and (d) a decision-making strategy which counselors can use to help ethnic minority students with their decision-making processes.

Module Objectives

When you have successfully completed this module you will be able to:

(1) List four methods of enhancing the self-concepts of ethnic minority students and give at least one example of each method. Then write a brief summary of a group interaction strategy that counselors can use to improve the self-concepts of ethnic minority students.

(2) List and describe three information-giving strategies which counselors can use to help ethnic minority students to explore a wide variety of occupations.

(3) Briefly describe an assessment strategy that counselors can use to help ethnic minority students identify their own career interests, needs, and values.

(4) List and briefly discuss four factors that influence the career decisions of ethnic minority students. Then outline a decision-making strategy that counselors can use to help ethnic minority students with

their career decision-making processes.

NOTE: The evaluation criteria for successful completion of each objective is on page 24 of the coordinator's guide.

MODULE OUTLINE

Activity	Approximate Completion Time	Module Objectives Reached
Introduction	1/4 hour	
A Self-Concept Enhancement Strategy	1 1/4 hours	1
An Information Strategy	1 1/2 hours	2
An Assessment Strategy	1 1/2 hours	3
A Decision-Making Strategy	1 1/4 hours	4
Workshop Wrap-Up	1/4 hour	
TOTAL	6 hours	

GLOSSARY

Self-Concept: The way an individual views him/herself as a result of an accumulation of life experiences.

Ethnic Minorities: Groups of people of the same race or nationality who identify with a common and distinctive culture and/or language.

Career Development: The life-long process a person undergoes as he/she gains skills in setting goals and in developing, implementing, evaluating and revising plans to define a career and deal with life problems and opportunities.

Career Guidance: The various types of assistance provided to help individuals in their career development. These include instruction, counseling, placement, follow-through, evaluation, and support procedures for career planning and development needs.

Career: The pattern of activities and experiences that make up a life time of work, learning and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life -- personal and social behavior, acquisition of skills, social responsibility of citizenship, and use of leisure time.

Culturally Relevant Career Guidance Material: Career guidance materials that reflect the culture and experience of members of racial or ethnic minority groups.

Role Model: A person with whom the minority student respects and can identify.

Stereotype: Classifying or labeling and treating all persons as though they were all the same.

Good Career Decision: A decision reached by a client who has made use of adequate vocational information, a thorough self exploration, and sometimes assistance from counselors, teachers, and significant others.

Life Style: The economic, social, and environmental conditions under which people live.

Willingness: The act of getting involved in and completely carrying out a task.

SELF-CONCEPT ENHANCEMENT

Self-concept, broadly defined, is the view that an individual has of him or herself as a result of an accumulation of life experiences. There are significant relationships between a person's self-concept and a person's behaviors. That is, students with low self-concepts are often belligerent in their behavior, and make low grades in school, while persons with high self-concepts would more likely be diplomatic in their behavior and make better grades in school. Research on discipline in schools shows that students with disciplinary problems also have low self-concepts. To the contrary students with better behavior usually have higher self-concepts. The writers believe that there is also a relationship between self-concept and career choice. The writers would expect people with high self-concepts to select careers with higher societal rankings than persons with low self-concepts. The self-concept seems to be one of the common threads that runs through the factors influencing career development.

There are probably many factors that influence or enhance the self-concepts of people in general and ethnic minorities in particular. Some of these factors include: (a) the ability to read, (b) travel experiences, (c) identification with role models, and (d) certain historical events.

(a) Reading allows people to learn about many occupations that are available to them and it allows people to form mental images as to what various occupations are like.

(b) Travel experiences are similar to the experiences people gain through reading. Just as reading helps one form mental images, travel offers directly broadened life experiences. These real life experiences have the potential of influencing the occupational interests and aspirations of all people. For example, a visit to an automobile factory, a museum, or to a large corporation gives the individual information about occupations and gives the person the opportunity to place him/herself in those occupations or out of them or to try them on. The lack of travel experiences often hampers the development of vocationally rich self images of ethnic minorities.

(c) Identification with role models of whom minorities respect can also serve to enhance the self concept of ethnic minority students. The

lack of role models in certain occupations makes minority group members wonder if it is possible for a person from their group to enter those occupations.

(d) Certain historical events seem to affect the self concepts of various ethnic minority groups. For instance, after the Civil War there were "Jim Crow" laws that governed the lives of Black Americans. These laws restricted the freedom of black Americans to the extent that they felt -- and many still feel -- inferior to members of the majority population. Having inferior feelings about oneself leads one to select occupations that might be classified as subordinate or at least would hamper one from reaching his/her highest potential.

Enhancing the Self-Concept

There are several methods that are particularly appropriate for enhancing the self-concepts of ethnic minority students. Some of these include:

(1) Encouraging ethnic minority students to accept their cultural backgrounds and to maintain pride in their ethnicity. In order for people to understand themselves and their purposes in life, it is important for them to be aware of their cultural heritage. Racial pride has been a motivating factor for man since the beginning of history. For instance, the Greeks are known as the greatest shipbuilders in the world probably because their forefathers were adroit and took pride in shipbuilding. The Germans take pride in great scientific discoveries due to their long history of German scientists. Black Americans are beginning to gain racial pride as they become aware of contributions their forefathers have made throughout history. Recently, much attention is being focused on the contributions minorities made in shaping world civilizations and specifically contributions to the development of modern America. Popular magazines such as Nuestro, Black Enterprise, Ebony, Jet, etc., attempt to develop the reading populace's awareness of the contributions ethnic minorities have made in the past and at the present time through presenting these groups in their magazines. Radio and television are also beginning to present ethnic minority groups in more positive ways rather than through negative stereotypes as in the past which portrayed minorities in negative ways. Programs such as "The Black Family," and "Que Pasa" are two examples of attempts to show minorities in a positive way.

(2) Providing ethnic minority students with role models who are from the same ethnic background as the student and who are respected by them. Clearly there are appropriate and inappropriate role models. Generally stated, inappropriate role models are those individuals who negatively influence young ethnic minorities. That is, they instill values that are contrary to societal norms. For instance, pimps, prostitutes, and drug dealers are role models for many minorities in the ghettos of the cities. These role models do, unfortunately, represent some level of success to many youth. Perhaps these role models can be examined for what they do promise to people such as power, wealth, and importance. Then other occupations might be examined which offer the same pay-off but in a more societally acceptable way. Role models who are acceptable to society need to communicate to ethnic minority students how they managed to improve their life conditions. Even pictures on traditional vocational sources of people of the same ethnic background would help as would slides, tapes, etc., of people of ethnic groups.

(3) Providing ethnic minority students with success experiences that include recognition of, or creative expression, or accomplishment of any challenging task. Persons with high self-esteem usually have had a continuation of success experiences in their lives. Those persons with low self-esteem have had only a few successful experiences or they have not been rewarded in the proper ways for the successful experiences they have had. Successful or unsuccessful experiences reinforce themselves. That is, those with negative experiences tend to think and feel that the only experiences that they can have are negative ones much like a "cycle of failure." On the other hand, those who tend to have successful experiences expect to have successful experiences; they think positively and their success rates tend to multiply.

Therefore, it is important to provide opportunities where students can become properly rewarded for their successful experiences and to help them to develop certain tasks in which they can be successful. Almost everyone has enjoyed a certain degree of success somewhere in life. Careful self exploration (or interpersonal exploration) helps the individual recall success experiences he/she has had. One way to discover what talents and strengths that minorities have is to have them demonstrate some things that they know how to do well. This allows the individual

to present information to others and to become an authority on a topic. Another way to enhance the self-concept of minority students is to have them recall tasks that they have successfully completed of which they have been very proud. Participants might also give one another feedback regarding tasks others have successfully completed.

(4) Providing ethnic minority students with peer group support so that they may share common feelings, problems, hopes, fears, and gain a feeling of security in which to explore both themselves and their world. The writers believe that many minority group members depend largely on one another (the peer group) for emotional support. That is, minority people often rely on the group to vent frustration, to discuss personal problems and to deal with alienation. In everyday life self-concept is constantly shaped and reinforced by others (e.g. "You look good..., You are skilled at that"..., and so on). The group is especially significant for meeting psychological or emotional needs of minorities since they rarely use traditional counseling or helping agencies.

To further illustrate how the self-concept can be enhanced, a series of activities was outlined to help a group of black students in a special services class at a university to improve their self-images. The class of 24 students was divided into four groups of six members each. Each small group was assigned a leader and was given the opportunity to select one of four topics. These four topics and a discussion of their development by each small group are listed and described below:

(1) Development of the black self-concept through art. Working together with the guidance of a leader, one small group did a variety of things to demonstrate and develop black self-concept through art. For instance, Student A, an extremely shy person, used music to get the point across that all men have contributed to the growth and development of modern civilization. Using music was quite appropriate for Student A because he had a high school background in music and in art. In addition to his musical presentation, Student A made and displayed a series of busts representative of various ethnic minority groups who have made significant contributions to the arts. This student cleverly used bars of soap of different colors to make busts representative of the different minority groups.

Student A's presentation helped to further develop his self-concept

as well as the self-concept of the other class members. First of all, Student A's successful presentation gave him the confidence to know and to believe that he could speak to a group. The feedback and support given by his peers before and after the presentation was extremely valuable. One member of Student A's small group (generally a class clown) introduced Student A to the entire class, and requested that the class be patient with him because of his shyness. The class members were patient with the speaker, empathic toward him, and they enjoyed the presentation. Other members from the art group did dramatic presentations (short skits) on historical events involving ethnic minorities. One skit showed native American adults training young native Americans for the responsibilities of adult life. Another skit demonstrated how Latinos value family positive relations. Another skit showed how black people have coped with hardship and despair through the arts. One group member who says that he has always enjoyed reading poetry, read a poem entitled, "Book T and W.E.B." This vivid poem presented the two different philosophical points of view held by two great Black Americans. The discussion on the two philosophical points of view that followed the reading of the poem was interesting and brought about a good deal of critical thought among the students. The final presentation from the art group was an exotic African dance by one of the young women in the group. Dancing gave this student the opportunity to show her talent to her peers and to have a successful experience in the class. Before her dance, she was almost unknown in the class but after her dance, she became a "star."

(2) Development of the black self-concept through sports. The second group dealt with the evolution of the black self-concept through sports. One student presented a paper on the history of blacks in sports. Group members were surprised to learn that black athletes whether as individuals or team members have distinguished themselves by their excellence in all areas of sports. For example, they were quite surprised to learn that Jockey Isaac Murphy won 628 races between 1884 - 1891 at the Kentucky Derby triumphs or that Josh Gibson of the "Old Black Leagues" was one of the greatest baseball players of all times before the world renowned Jackie Robinson. One group member reported on the lives of great black women athletes and their contributions to the sports world. While all students listened to the report with enthusiasm and interest, the female

students were especially proud of the achievements of these black women in history.

Another student gave a presentation on the "Black Quarterbacks in the National Football League." He made several very interesting points. The main point was that black football players will have a difficult time in the role of quarterback as long as they expected to be superstars like Jackie Robinson. Most quarterbacks regardless of race take several years of training under a more experienced quarterback before they can function adequately in that role. Therefore, young black players should be given the same opportunity as other players to develop the skills necessary to fill the quarterback's position. However, the scarcity of black role models in the quarterback's role make it difficult for blacks to identify with or to see themselves in that position. The final point made in this presentation was that barriers to various occupations will persist unless there is a change in the self-concept of ethnic minority groups.

A student athlete in the group conducted a research study on the success rate of minority athletes in that university. That student wanted to find out specifically the number of ethnic minority athletes that had graduated and the number that had entered professional sports. The results were disappointing. That is, he found that only one percent of minority athletes had graduated and less than one percent had entered professional sports since the admission of minority athletes to the university. These findings caused many minority students to take a closer look at themselves, especially athletes who placed so much emphasis on sports and less emphasis on academics. The impact of these findings caused some student athletes to question the validity of some of the "easy courses" they were advised to take in order to stay eligible to play their sports. One student athlete dropped tennis and added calculus, a course he needed for his major in engineering. In summary, there are immediate implications for the minority student's self-concept. There are historical implications for the minority students' self-concepts in terms of how they were treated in high school and as youngsters. There is also long range implications for the minority students' self-concepts in terms of the role of the minority athlete. These issues are raised to point out their effects on the occupational goals of the minority students. One explanation is the fact that many minority youngsters grow up thinking that the way they can succeed

is by being like Jim Brown,a former great fullback of the Cleveland Browns, or by being like Dr. J,a basketball star of the Philadelphia Seventy-Sixers. These youngsters generally do not see themselves becoming the head of a corporation or some other occupation other than sports or entertainment. The purpose is not to put down sports or entertainment as careers for minorities, but rather to present these occupations as some of the many alternatives available to them.

(3) The development of the black self-concept through science. There were several advantages in having a small group make presentations on this topic. First, students were exposed to information that they had not known before. It was interesting that these minority students had very little information about contributions minorities had made in the field of science. Second, students became in touch not only with the contributions of minorities but they got a feel for how these minorities endured certain racial stereotypes and barriers in developing their careers. Third, students were able to gain a certain sense of pride in learning that minorities succeeded under the most adverse conditions. Therefore, students were able to gain information, become acquainted with role models and gain pride in their ethnicity.

Several variations of this activity might be implemented for a variety of settings. One person might gather occupational information related to minorities and discuss it with an interested group. It would also be important to plan ways of presenting the information that would make it alive for the audience. Perhaps a group of college students could present this information to a group of high school students in the college community. A format for presenting this information might be a series of panel discussions on minority scientists. Role playing (skits) techniques portraying characters of minority scientists with a narrator providing historical information about the scientist might help to foster interest. Such an activity would have the advantage of providing an active educational experience for college students because they would be teaching others. One way to learn information well is to attempt to teach it to someone or to a group. This would give minority students a sense of pride and identity that they would not ordinarily get in their regular college experiences. Other advantages are that they would be providing information, being role models, and entertaining high school students. In summary, this process

would aid in the development of a positive self-concept for all persons involved.

(4) Development of the black self-concept through education. The small group who chose this topic brought in a panel of minority educators from the university and from the surrounding community for their presentation. Each panelist discussed his/her background, special interests, factors that influenced their career development and adversities they faced as they strived to reach their occupational goals. These panelists also gave what they perceived to be necessary ingredients for occupational success for college students in general and minority college students in particular.

At the end of the panel discussion, students were given the opportunity to make comments or ask questions. Later, opportunities were provided for more personal interaction among minority educators and minority students. In this process, a good deal of information was exchanged, students met role models who had undergone some of the same experiences as they, and minority students expressed a sense of pride and identity being involved with successful persons of their own race.

ACTIVITY - A SELF-CONCEPT ENHANCEMENT STRATEGY

This activity will help you learn a group interaction strategy that counselors can use to enhance the self-concept of minority group members. You will be asked to discuss some of your achievements or the achievements of persons of your ethnic group of which you are proud, identify role models of your ethnic group and discuss some of your success experiences. You will be asked to work in small groups and in a large group for this activity. Please wait for the workshop coordinator to give you further instructions for this activity.

WORKSHEET 1

Your task here is to list and give examples of four methods of enhancing the self-concepts of ethnic minority students according to the text. Then you are to write a brief summary of a group interaction strategy that counselors can use to improve the self-concepts of ethnic minority students.

When you have completed this worksheet, turn to the evaluation criteria, page 24, to see if you have completed the objective of session one. Then wait for the workshop coordinator to begin the next session.

AN INFORMATION STRATEGY

The purpose of this section is to describe and illustrate three career guidance information strategies that counselors can use to help ethnic minority students gain more occupational information. Counseling practitioners have reported that many ethnic minority students who report for vocational counseling lack sufficient vocational information to begin the process of vocational counseling. There are several explanations for many minorities not having sufficient vocational information.

First, some minority group students have limited access to vocational information perhaps due to their day to day life experiences. For instance, many minority students from poor families do not hear their parents discuss issues around their occupations as majority students do. Career guidance specialists have reported that personal contact as a method of learning seems to produce the greatest depth in understanding vocations. They also report that upper class and middle class children knew more about occupational roles than did the lower class children. It has been observed that minority students on white campuses do not make use of services that provide vocational information.

Second, many minorities do not have sufficient vocational information because they do not read broadly enough. Reading stimulates thought about occupations, activates fantasies about occupations, and exposes one to information that might be missed through personal contacts mentioned above.

Thirdly, some ethnic minorities are unlikely to read occupational information because of the manner in which it is presented. The information is often voluminous and many times minorities are systematically ommitted or underrepresented in the occupations described and depicted. For a more elaborate discussion on this problem and possible solutions see MODULE #1: USING AWARENESS AND EFFECTIVE COMMUNICATION FOR HELPING ETHNIC MINORITIES WITH CAREER GUIDANCE.

The following activities will show how the counselor can provide information for the student, and gather vocational information from the student. This information is intended to help the counselor determine what additional information he/she would need to provide for the student. It will also suggest the type of resources to which the student should be referred. For example, at the end of an activity the counselor might need

to refer students to use some of the traditional materials such as the Occupational Outlook Handbook, the Dictionary of Occupational Titles, the Occupational Thesaurus, etc.

ACTIVITY - OCCUPATIONAL SHOPPING LIST (OSL)

This activity will enable you to begin providing occupational information to ethnic minorities by exposing them to a list of occupations. This activity will also enable you to determine more specifically which types of occupations minority students are most or least familiar. You will work individually as you complete the OSL just as you will have students do it. You will then work in small groups of four to six in order to discuss the results from your OSL. Please wait for the workshop coordinator to give you the instructions for this activity.

OCCUPATIONAL SHOPPING LIST

DIRECTIONS: Check each of the following occupations based on whether you might like it, dislike it, unsure about it, or need more information about it.

LIST OF OCCUPATIONS (Classified according to Holland 1966, 1973)	LIKE	DISLIKE	UNSURE	NEED MORE INFO
President-manufacturing Company - Ec				
Salesperson - Ec				
Pharmacist - Ies				
Homemaker - C				
Printer - Ric				
Psychiatrist - Isa				
Military Enlisted - Rc				
Military Officer - R				
Police Officer - Ci				
Mathematician - Ira				
Skilled Crafts - A				
Interior Designer/ Decorator - Ais				
Skilled Labor Trades - Rc				
Building Contractor - R				
Clergyperson - S				
Forester - Ri				
Ecologist - S				
Airline Stewardess/ Steward - Esa				
School Superintendent - Se				
Director Community Organization - Sec				
Personnel Director - Sie				
Office Worker - C				
Sewing Machine Operator - R				
Telephone Operator - Cse				
Physician - Isa				
Dentist - Ire				

LIST OF OCCUPATIONS (Classified according to Holland, 1966, 1973)	LIKE	DISLIKE	UNSURE	NEED MORE INFO
Veterinarian - Irs				
Nurse - S				
Nutritionist/Dietician - S				
Buyer - Ec				
Purchasing Agent - E				
Lawyer - Es				
Media Specialist - A				
Dental Assistant - Sai				
County Agricultural Agent - Sri				
Agriculturist - I				
Biological Scientist - I				
Physical Scientist - I				
Medical Technologist - I				
Physical Therapist - S				
Speech Pathologist - Sa				
Instrument Assembler - Ric				
Barber/Hairdresser - Rsac				
Author/Journalist/Reporter - Ase				
Art Dealer - Ecs				
Florist - Ecs				
Musician - Asi				
Artist - Air				
Entertainer - Aes				
Funeral Director - Sec				
Home Demonstration Agent - S				
Travel Agent - Cse				
Farmer - R				
Garden Nursery Proprietor - Era				
Model - Aes				
Translator/Interpreter - Ase				
Teacher - Sae				
Banker - Ec				
Librarian - S				

LIST OF OCCUPATIONS (Classified according to Holland, 1966, 1973)	LIKE	DISLIKE	UNSURE	NEED MORE INFO
Executive Housekeeper - Sce				
Bank Teller - Cr				
Bookkeeper - Ce				
Secretary - C				
Occupational Therapist - S				
Community Recreation Administrator - Sce				
Social Scientist - S				
Economist - Ias				
Accountant - Ce				
Computer Programmer - I				
Advertising Agent - Aes				
Engineer - Ri				
Architect - Air				
Production Efficiency Expert - Cis				
Manager - E				
Recreation Leader - S				

Step 2: List from 3-5 occupations where you checked LIKE and briefly define each.

Step 3: Tell what factors (qualities) these occupations have in common.

Step 4: List from 3-5 occupations where you checked DISLIKE and list several reasons for disliking those occupations.

_____

_____

_____

_____

_____

_____

Step 5: Tell what factor (qualities) these occupations have in common.

_____

_____

_____

_____

Step 6: List from 3-5 occupations in which you were UNSURE and tell why you are unsure.

_____

_____

_____

_____

_____

_____

Step 7: List from 3-5 occupations where you checked NEED MORE INFORMATION.

_____

_____

_____

_____

Step 8: Look up 3-5 of the occupations in which you marked NEED MORE INFORMATION in the following resources:

(1) Occupational Outlook Handbook

(2) Dictionary of Occupational Titles

(3) Popular magazines such as The Ebony Magazine, Nuestro, and Black Interprise.

(4) Personal resources (Guidance counselor, teacher, etc.)

Step 9: Write down one thing you will do within the next week to increase your knowledge about at least one occupation which appeals to you (e.g., interview an individual in the profession, use the DOT, etc).

ACTIVITY A GUIDED VOCATIONAL FANTASY

The purpose of this activity is to help you begin focusing on the type of work environment in which you could see yourself. It will also provide the counselor and the student with a view of the life style in which the students could see themselves. The fantasy will enable the counselor and student to determine if their styles of living are consistent with any of the occupations a student has checked "like" on the Occupational Shopping List. You will work in small groups for this activity. Please wait for the workshop coordinator to give you the instructions for this activity.

WORKSHEET TO A GUIDED VOCATIONAL FANTASY

1. Write down the things which are most vivid from your fantasy work.

2. In which ways was your fantasy compatible with any of the occupations that you checked "like" on the Occupational Shopping List? (Example - Standard of living, length of work day, family life, etc.)

3. As a result of the fantasy, which occupations might you further explore as possible career interests?

4. List places you might explore as possible sources for occupational information?

5. Write down one thing you will do within the next week to increase your knowledge about at least one occupation you have listed.

ACTIVITY – UNDERSTANDING PERCEPTIONS AND STEREOTYPES ABOUT OCCUPATIONS

This activity will help you to learn about perceptions and stereotypes you hold about various occupations. The activity will also help you learn about the effects of perceptions and stereotypes of various occupations. You will work in a large group for this activity. You will be asked to wear a label and to fantasize that you are at a high school reunion. You will be asked to communicate with others at the reunion at least once according to their "labels." Please wait for the workshop coordinator to give you further instructions for this activity.

WORKSHEET 2

Your task here is to list and describe the three information giving strategies (presented in this module) that counselors can use to enable ethnic minority students to explore a wide variety of occupations.

When you have completed this worksheet turn to the evaluation criteria, page 24, to see if you have completed the objective for session two.

AN ASSESSMENT STRATEGY

Using standardized tests (ability, interest, achievement, and personality) in a multi-ethnic society greatly influences the lives and destinies of racial and ethnic groups. While most students have some fear of standardized tests, many minority group members (for a variety of reasons) experience extreme test anxiety. This phenomenon is understandable in light of the fact that educators place such high value on test results. It also seems that not enough emphasis is placed on the idea that tests are culturally influenced and subject to human error. Even so, standardized tests have greatly affected the vocational and educational opportunities of all persons, especially those members of ethnic minority groups.

Counselors must become more aware of the power that standardized tests have over ethnic minority groups. That is, standardized tests affect counselor behaviors toward clients, teacher behavior toward students, achievement, peer relationships and placement in educational or employment settings. In addition low standardized test scores have a depressing effect on students and their families. The literature reports that many ethnic minority students are placed in educable mentally retarded classes (EMR) or in non-college bound tracks due to their racial background (Lanier, 1976). This kind of behavior is certain to have a negative impact on minority students and their families.

This module focuses on assessment practices and procedures related to career development. Traditionally vocational counseling has made use of batteries of tests to assess vocational interests, needs, values, personality characteristics, and so on. There are, however, many contra-indications and much confusion regarding these test data when the clients are ethnic minority students. The core of the argument against using standardized tests with ethnic minority students is that ethnic minorities were not included or underrepresented in the norming groups for many of the standardized tests used in vocational counseling. It is also suspected that tests reflect the values, life styles, etc. of the test makers who are usually mainstream Americans. Too often they have not reflected the culture of ethnic minority students. Ethnic minorities are also less "test oriented" than are the majority group members. These factors serve to explain the many difficulties in using traditional tests

with ethnic minority students.

Clearly there is a need to find other ways to assess the vocational characteristics of ethnic minority students. This is not to suggest that standardized tests should not be used with ethnic minority students, but rather that ways to supplement the existing standardized tests are needed. Recent literature on counseling minorities suggests that the counseling process for minority clients should be more action-oriented rather than being more passive. Others have suggested the value of homework for minority clients. These investigators believe that minority clients want to go beyond talk to action, beyond theory to practice and beyond the general to the specific. Without action and something tangible for the minority clients to grasp, it is feared that the client may think the counselor is wasting his/her time. There are reasons to believe that the concepts cited above can be applied to minority students in vocational counseling. When the minority student goes to the counseling agency in an attempt to work through a career decision, it is important for the counselor to get the client involved in career decision-making processes immediately. This module introduces a Vocational Assessment Interviewing Form (VAIF) that provides immediate action between the counselor and the client. The instrument also allows the client to have a homework assignment that often helps clients to get involved. Another significant aspect of the VAIF is that it allows the counselor to compare the data from standardized instruments with the immediate information gathered from the clients. The counselor can also see if the two sets of data are consistent.

The VAIF is a 24-item questionnaire designed to help gather assessment data about students to help them with their career decisions. The instrument covers four broad areas: (1) educational, (2) environmental, (3) personal, and (4) occupational information. There are several ways in which the instrument can be used. Two suggested ways of using the VAIF might be (1) during the intake process and (2) during the test results interpretation. Generally, the VAIF should be used as an aid for or as a supplement to traditional assessment instruments.

ACTIVITY – ASSESSMENT THROUGH INTERVIEWING

This activity will help you learn about a career guidance assessment strategy that counselors can use to help ethnic minority students identify their interests, needs, and values. You will practice using the Vocational Assessment Interviewing Form and you will discuss how you can implement the use of assessment interviewing in your own work setting. Please wait for the workshop coordinator to give you further instructions for this activity.

VOCATIONAL ASSESSMENT INTERVIEWING FORM

Individuals often want to make career decisions but have not organized in a meaningful fashion the good deal of information which they have about themselves. The following questions are designed to help you focus on yourself in terms of educational, environmental, occupational, and personal information.

I. EDUCATIONAL

(1) Which college major/majors have you thought about?

(2) How would you rate your present academic performance?

(3) How would you rate your past academic performance?

(4) In what courses have you experienced the most success?

(5) In what courses have you experienced the most difficulty?

(6) How much do you enjoy studying and learning in academic settings such as schools, colleges, universities?

(7) Can you state your educational goals?

Short range - Within the next year what do you hope to achieve?

Long range - For example, what kind of training or how many years of training would you like to receive?

II. ENVIRONMENTAL

(8) What is your present lifestyle?

(9) What kind of lifestyle would you hope for in the future?

(10) If you could design your ideal personal environment for the future, what would it look like?

(a) In what kind of home would you live?

(b) In what kind of neighborhood would you live?

(c) What kind of car would you drive?

(d) What amount of money would you make?

(e) What kinds of friends would you have?

III. PERSONAL

(11) (a) What do you see as your major strengths?

(b) What do you see as your major weaknesses?

(12) What adjectives would you use to describe yourself?

(13) How would your friends describe you?

(14) In what ways do you most comfortably relate to people -- i.e., helping, persuading, leading, or following?

(15) What activities do you enjoy in your leisure time?

(16) What tasks have you performed that gave you the greatest satisfaction?

(17) How important is it for you to achieve greatness in your life endeavors?

(18) Can you state some of your personal goals?

IV. OCCUPATIONAL

(19) What occupations are most appealing to you? Why?

(20) Do you prefer working alone or working with a group?

(21) Would you enjoy an occupation where a good deal of risk was involved?

(22) If you could design your ideal work environment for the future, what would it look like:

(a) What kind of task would you perform?

(b) What kind of knowledge would you use? (like science, math, communication skills, etc.)

(c) What kind of people would be involved? (older, younger, middle-aged)

(d) What kind and amount of order and structure would you require?

(23) Is there an occupation in which your parents or significant others would like to see you enter?

(24) Can you state some of your occupational goals?

WORKSHEET 3

Your task here is to briefly describe the assessment strategy (presented in this module) that counselors can use to help ethnic minority students identify their own career interests, needs, and values.

When you have completed this worksheet turn to the evaluation criteria, page 23, to see if you have completed the objective of session three. Then wait for the workshop coordinator to begin the next session.

A DECISION-MAKING STRATEGY

Decision-making is by definition a process, not an event. Unfortunately, counselors or career specialists often do not know when a student has made a career decision. Furthermore, students do not always know when they have made their decision. Accordingly, it is unrealistic for counselors to expect students to make definitive career choices during their relatively brief interactions with those students. What is realistic, however, is for counselors to be able to help students learn how to make decisions. Good decision-making requires thorough self appraisal. Quite often students are given an inaccurate picture of their interests, needs, abilities, skills and values by relying too heavily on standardized tests alone or by placing too much weight on grades received in high school. Neither grades nor scores necessarily represent an accurate assessment of a student's competencies. This may be especially true of ethnic minority students. There are several factors which should be considered in making a career decision:

Interest: Interest has been thought of as being the broadest part of the vocational self. That is, the individual has interest in many occupations. One explanation for this phenomenon is that there are probably many factors which influence our interest. One student stated that she became interested in engineering as a result of crossing the Golden Gate Bridge. Another student explained that his interest in art was activated after observing the art exhibits at the World's Fair.

While one can say and substantiate the idea that people in general have broad vocational interests, many ethnic minority groups have narrow or low vocational interest. Low vocational interest among minorities is evidenced by a narrow selection of careers and flat or low profiles on vocational interest inventories. Since interest is developed through a wide variety of life experiences and activities, it stands to reason to assume that minority groups would have narrow or low interest due to a lack of certain life experiences.

Considering that many minorities have low vocational interest, it behooves the counselor to be creative and imaginative in finding ways to broaden the interest of ethnic minority clients. One approach that counselors can use is to expose minority clients to role models from their

communities. Another approach is to expose them to culturally relevant information such as those materials developed in Module #1. In other words, to broaden their vocational interests, counselors need to create or bring experiences to minorities that otherwise would not have. Field trips to a variety of job sites would also create interest among minority group members. Clearly interest alone is insufficient for making sound career decisions. Other factors such as ability, motivation, willingness, and reality testing must be considered concurrently.

Ability: Ability might be considered the most important factor in career decisions. The assessment of one's ability is usually gathered from standardized test results or from grades in school. Some competencies important for success are at best only indirectly included in any grade or test score. Qualities such as motivation, leadership, creativity, and resourcefulness are not directly measured. These qualities certainly need to be considered in the assessment procedures with ethnic minority students. Many studies have shown that the success of minorities cannot be determined totally on grades in school or on standardized test scores alone. The challenge for the counselor then is to look for other characteristics or qualities in their minority clients in order to make better predictions about their career choices.

Motivation: Regardless of interest, ability, needs, one will not be successful in an occupation without motivation or willingness to perform in the occupation. Some occupations require stronger motivating forces for success than others. For instance, medical services due to their rigorous training in mathematics, biological and physical sciences, require many long hours of study and preparation. The fields of engineering and architecture also require the quality of perseverance for students to deal with the many complexities involved in those occupations. However, it would appear that different motivational forces would be necessary to enter social service occupations. For example, one may be inspired to teach school in order to make a contribution to the field of education. A minority group member might want to become an engineer in order to improve housing in ghettos where other minority group members live.

Whatever the motivating forces are for entering an occupation, these motivating factors should be defined, clarified and explored. The question one might ask before choosing a career is, "What forces are driving me to

enter this occupation?" A second question might be, "What are the negative forces or blocking forces that are keeping me from entering this occupation?" A third question is, "Do the positive forces outweigh the negative forces?" However, answering these questions does not guarantee that the student will be able to make a career decision.

Willingness is closely related to the motivational factors. Willingness denotes the act of getting involved in and completely carrying out a task. Regardless of the existence of the other factors that influence career decisions, willingness seems to be the final key. To illustrate the importance of willingness, a football coach in a large university became totally frustrated at the decision of one of his star players to discontinue playing football. This player was rated by the football experts as having the most talent (speed, quickness, agility, skills) of all members on the team. This player explained to his coach and to the public that he was no longer willing to go through another season of football. Clearly other examples could be cited where persons have interest, ability, and opportunity but lack one important factor, willingness to perform.

Historical as well as environmental factors regarding certain minority groups can give counselors ideas to motivate the minority client. For instance, statistical conclusions that the highest suicides are among minorities might inspire (motivate) a minority student to study psychology or psychiatry. Or, the fact that there is a shortage of minority specialists in the field of agriculture might motivate some minority clients to enter that occupation.

Another motivational force to assist ethnic minorities in their career decisions is to bring in national leaders who are respected by minority group members. Reverend Jessie Jackson of operation "Push" has been quite successful in inspiring many American youths to take more responsibility for their education.

Finally, income is a strong motivating factor for most people in the world of work. Income as a motivating factor for ethnic minorities and poor people are perhaps, even stronger. That is, certain occupations represent a chance to elevate many minorities out of the conditions of poverty in which they live.

Reality Testing: Perhaps a final factor to consider in making a career choice is reality testing. That is, what are the job trends, job

availabilities, working conditions suitable for the individual's health, physical qualifications such as size, height, condition of eyesight, and so on. For example, a person aspiring to become an airplane pilot must have very good eyesight. A basketball player generally needs to be quite tall (at least six feet or above), and an oceanographer must be comfortable in or around the ocean. Occupational trends change from time to time. That is, while there was a great demand for engineers in the 1950's, that demand decreased in the late 1960's. A career trend in the past few years has been the use of paraprofessionals in the medical profession. Counselors need to be aware of these changing trends in the world of work in order to help their clients in their career decisions.

For minority students reality testing is crucial. While minority students should be encouraged toward high career aspirations and expectations, they also need to know the reality associated with their career decisions. Many minority students enter college expecting to be medical doctors or engineers, yet they have had only minimal preparation for those occupations. Minorities with poor educational backgrounds must "burn the midnight oil" to build the necessary background to succeed academically. Minorities must spend many hours studying to make up for their scholastic deficit. Many times the frustration associated with their failure causes minority students to select down in their career choices or to give up their education completely. Counselors can help these students by presenting the true picture of the necessary sacrifices minorities need to make in order to succeed.

Some minority students think that they cannot enter certain occupations due to racial discrimination. This thought is often reinforced when the minority students look at the workers in occupations and see few if any ethnic minority representatives. Reality for minorities is that racism does exist yet this should not keep them from reaching their goal. This cycle will persist for many years unless there is an intervention process to change it. Counselors who work with ethnic minorities must have a positive attitude that minorities can enter occupations of which they are prepared. Care should be taken not to destroy the hopes, dreams, and aspirations of ethnic minorities. Too often counselors say that minorities should be realistic rather than having their hopes so high. In other words, counselors cannot define occupational reality for minorities.

Some counselors have been successful in bringing employers from atypical occupations to have informal rap sessions with minority students who are interested in those occupations. Many minority students have learned through these experiences that many of the restrictions they face regarding their occupational choice are restrictions they place upon themselves. Other counselors who work with minorities have been successful in presenting role models in occupations of whom the students could identify. Graduates from colleges and universities in fields like engineering and medicine can also serve to inspire other minority students.

Last, good decision-making usually involves good help. Rarely do students obtain good decision-making skills solely through their own initiatives. This help is often of a personal nature. That is, some person (e.g. a counselor, teacher, etc.) takes the time to help the student learn how to make decisions. However, this help may also come in the form of instruments or techniques that help the student.

The best "decision-makers" utilize all of these major factors. Fortunately, these are all things that counselors can do something about.

ACTIVITY - A DECISION-MAKING STRATEGY

This activity will help you learn about one type of career decision-making strategy. During this activity you will be role-playing with one of the other workshop participants. Please wait for the workshop coordinator to give you further instructions about this activity.

ROLEPLAYING INSTRUCTIONS FOR THE COUNSELOR

1. Be sure the "student"has a copy of the Student (Roleplaying) Worksheet and a pen or a pencil.
2. The following are the (verbal) instructions for each of the four phases of this decision-making strategy. You should present them as closely as possible to the way they are written here. Remember that these are only the first instructions for each phase. You may add whatever additional comments, suggestions, or questions you feel are appropriate in order to facilitate the "counseling/decision-making" process.

I. Please list 10 jobs in which you think you might be interested. At this point don't worry about training or other qualifications; just list 10 jobs that appeal to you. Put them in any order. Then answer the following questions:
   (a) When do you think you first became interested in these occupations?
   (b) What or who influenced your interest in these occupations?
   (c) What aspect(s) of these occupations appeal to you the most?
   (d) Are there similarities or differences among these occupations?

II. Now think about your own abilities and how they relate to the 10 jobs you just listed. Then please list the six jobs that seem most closely related to your abilities. Remember that there is a difference between abilities and training. You can get the training needed if you feel you have the right abilities. Now answer the following questions:
   (a) What do you consider to be your strongest personal skills?
   (b) What are your greatest academic skills?
   (c) What would you consider to be one of your greatest successful experiences?
   (d) In which of the six jobs do you have a strong feeling that you can be successful? Why?

III. Now think about your own values, willingness to engage in certain types of activities, and your current motivation. Which four of the six seem best suited to your current values, willingness, and motivation? Please write them down. Then answer the following questions:
   (a) What positions have you held before that you really enjoyed?
   (b) What are the driving forces for your selecting each of the four

occupations?

(d) Are there hindering forces to your entering any of the four occupations?

IV. Now let's think about reality factors. These are the practical things in our lives that often have strong influences on the directions our lives take. Think about the reality factors of your life and how they relate to the four jobs you have listed. After considering these reality factors, which <u>two</u> of those jobs seem most appropriate for you? Please write them down. Then, answer the following questions:

(a) Are there jobs available in the occupation?

(b) What are the trends for these occupations over the next ten years?

(c) Are you aware of any physical limitations (e.g. height, weight, age, condition of eyes, etc.) that would prevent you from being employed in this occupation?

(d) Has your educational background prepared you to enter these occupations? If not, can you develop the necessary background as you go?

STUDENT (ROLEPLAYING) WORKSHEET

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. _____
2. _____
3. _____
4. _____

1. _____
2. _____

REFERENCES

The following references are presented as sources of additional information for this module. The list is not comprehensive but the entries are among the most pertinent sources for this module.

Amos, W. and Grambs, J. Counseling the disadvantaged youth. Prentice-Hall, Inc., 1968.

Banks, J. and Grambs, J. Black self concept. New York: McGraw-Hill, 1972.

Cohen, L. M., et al. Ethnic identity and psychocultural adaptation of Spanish-speaking families. Child Welfare, 1974, 53, 413-421.

Copeland, E. J. Counseling black women with negative self-concepts. Personnel and Guidance Journal, 1977, 55, 397-400.

Douglas, E. "Negro" self concept: Myth or reality? Integrated Education, 1971, 9, 27-29.

Ford, C. and Ford, D. J. Is career counseling for black people? Journal of Non-White Concerns in Personnel and Guidance, 1978, 6, 53-62.

Fromkin, H. and Sherwood, J. Intergroup and minority relations: An experiential handbook. La Jolla, California: University Associates, Inc., 1976.

Ginzberg, E., Ginsberg, S. W., Alexrod, S. and Herma, J. L. Occupational choice: An approach to a general theory. New York: Columbia University Press, 1951.

Harper, F. D. and Stone, W. O. Toward a theory of transcendent counseling with blacks. Journal of Non-White Concerns in Personnel and Guidance, 1974, 191-196.

Holland, J. L. The self-directed search: A guide to educational and vocational planning. Palo Alto, California: Consulting Psychologists Press, 1970.

June, L. N. and Pringle, G. D. The concept of race in the career-development theories of Roe, Super, and Holland. Journal of Non-White Concerns in Personnel and Guidance, 1977, 6, 17-24.

Kaneshige, E. Cultural factors in group counseling and interaction. Personnel and Guidance Journal, 1973, 51, 407-412.

Kearney, A. and Clayton, R. Career education and blacks: Trick or treat? The School Counselor, 1973, 21, 102-108.

Kelly, G. F. Mental imagery in counseling. Personnel and Guidance Journal, 1974, 53, 111-116.

Kline, M. and Schneck, J. An hypnotic experimental approach to the genesis of occupational interests and choice: I. Theoretical orientation and hypnotic scene visualization. The British Journal of Medical Hypnotism, 1950, 2, 2-11.

Lanier, J. L. Teachers' attitudes toward students' race, socio-economic status, sex, and classroom behavior on their referral to an educable mentally retarded program (EMR). Unpublished doctoral dissertation, University of Florida, Gainesville, Florida, 1976.

Martig, R. and DeBlassie, R. Self-concept comparisons of Anglo and Indian children. Journal of American Indian Education, 1973, 12, 9-16.

Masuda, J., et al. Ethnic identity in three generations of Japanese-Americans. Journal of School Psychology, 1970, 81, 199-207.

McCormick, M., et al. Self-image disparity and attachment to ethnic subcultures. Journal of Psychology, 1973, 84, 97-104.

Morgan, J. I. and Skovholt, T. M. Using inner experience: Fantasy and daydreams. Journal of Counseling Psychology, 1977, 24, 391-397.

Nicholson, J. A. A comparison of the effects of three career development group techniques on measures of self information and process variables. Doctoral dissertation, University of Missouri, 1974.

Norman, D. and Atlas, J. W. Decision-making skills: Minority group preparation for the future. Journal of Non-White Concerns in Personnel and Guidance, 1978, 6, 78-86.

Saltz, E. and Jonnson, J. Training for thematic-fantasy play in culturally disadvantaged children: Preliminary results. Journal of Educational Psychology, 1974, 66, 623-630.

Schaefer, C. E. Imaginary companions and creative adolescents. Developmental Psychology, 1969, 1, 747-749.

Segal, J. The gentle art of daydreaming. Family Health, March 1975, 22-25.

Singer, F. L. The viscissitudes of imagery in research and clinical use. Contemporary Psychoanalysis, 1971, 7, 163-180.

Singer, J. L. Navigating the stream of consciousness: Research in daydreaming and related experience. American Psychologist, 1975, 30, 727-738.

Skovholt, T. M. and Hoenninger, R. W. Guided fantasy in career counseling. Personnel and Guidance Journal, 1974, 52, 693-699.

White, R. W. Motivation reconsidered: The concept of competence. Psychological Review, 1959, 66, 297-333.

COORDINATOR'S GUIDE

TABLE OF CONTENTS

Coordinator's Role.....1
Specific Coordinator Functions.....3
Module Goal and Objectives.....5
Workshop Outline.....7
Introduction.....8
Self-Concept Enhancement.....9
Activity: Self-Concept Enhancement.....10
An Information Strategy.....11
Activity: Occupational Shopping List.....12
Activity: A Guided Vocational Fantasy.....13
A Guided Vocational Fantasy: Instructions for Coordinator.....14
Activity: Understanding Perceptions and Stereotypes about Occupations..16
An Assessment Strategy.....18
A Decision-Making Strategy.....20
Module Wrap-Up.....22
Evaluation Criteria.....23

COORDINATOR'S ROLE

Your role as coordinator is crucial. It may be thought of from four major aspects:

Set the Tone

Set the appropriate mood. Make the activities and discussion light rather than boring and dull. While you are encouraged to let people joke around and have fun, you should make it clear that there is a serious purpose behind the workshop. People should be relaxed but also alert, interested and motivated. Most significantly, be aware of the sensitive nature of this topic and the potential for defensive behavior. Therefore, lay the foundation that there are to be no "put downs" of either self or others.

Set the Pace

Maintain the right pace. If things bog down inject some humor, ask some provocative questions, get a lively discussion going. Oral summarizations of some of the sections can be used to maintain the momentum especially; if the pace is too fast and people are lost, slow down and let people ask questions. Spend time orally synthesizing and summarizing salient points and ideas. Keep the flow smooth at junctures in the Module -- winding up on one activity with a satisfying resolution and easing participants into the next activity. Be sensitive to the needs of the participants in order to determine when breaks are needed. Flexibility in the structuring of activities and adapting to individual and group needs are strongly suggested. Regard times listed in the "Module Outline" as flexible, and, in most cases, the minimum time that will be needed.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people and don't let the aggressive ones dominate. Seek out questions and uneasiness by bringing them into the open and discussing them, especially at the beginning. Be aware of nonverbal communication. Acting as a trouble shooter, identify problems and work them out. Finally, act as a guide through the Module but don't get in the way.

Evaluate

Make sure participants are moving toward fulfilling the objectives.

Keep participants on task if they tend to stray. Keep a record of the level of functioning by participants and in general, maintain a high level of quality in the workshop.

SPECIFIC COORDINATOR FUNCTIONS

Prior to the Workshop

1. Study the Module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide. It is strongly recommended that you have prior experience in working with ethnic minorities in leading groups.
2. Make sure all needed materials are present for the workshop. This will include pens, pencils, paper, etc.
3. Make sure that room size is adequate and arrangements are flexible since many of the activities are done in small groups. It will also be helpful to have a chalkboard and chalk for demonstration purposes.
4. You will need to prepare some occupational stereotypic labels for one of the activities in session II. These labels should be written on cardboard (8½ x 11) and holes punched near the end so that enough string can be tied through the holes in the cardboard to fit around a person's neck. These labels should be laminated for protection and for continuous use. The following is a list of occupational labels you should write on cardboard:

Pharmacist	Veterinarian
Psychiatrist	Buyer
Police Officer	Media Specialist
Interior Designer/Decorator	Agriculturist
Clergyperson	Medical Technologist
Airline Stewardess/Steward	Speech Pathologist
Personnel Director	Author/Journalist/Reporter
Telephone Operator	Musician
Funeral Director	Bookkeeper
Farmer	Community Recreation Administrator
Translator/Interpreter	Accountant
Librarian	Engineer
	Manager

At the Workshop

1. Introduce yourself to participants and introduce participants to one another. Briefly explain your background and the role you will play in the module.
2. Establish time limits (activities, lunch, breaks, when day ends) and stick to them.
3. Have the necessary materials (name tags, modules, worksheets, occupational labels, etc.) available for the participants as they arrive.
4. Follow the instructions in this coordinator's guide closely. Be flexible but be sure that the module is conducted as proposed. Paraphrase the instructions, but be sure that the salient points are covered.
5. Enjoy the workshop, have fun but don't forget the serious nature of this module.

MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed toward counselors, paraprofessionals, teachers, and administrators in school settings grades kindergarten through post-secondary. The module topic is using four career guidance strategies with ethnic minorities. This module is the second of two focusing on the specific career development needs, concerns, and practices for ethnic minorities.

The goal of the module is to help you learn four career guidance strategies to use with ethnic minority students. This knowledge and these skills are essential since ethnic minority students have some unique career guidance needs and traditional career guidance activities and programs have not adequately addressed those needs. During this module you will learn: (a) a group interaction strategy that counselors can use to improve the self-concepts of ethnic minority students, (b) three information giving strategies that counselors can use to enable ethnic minority students to explore a wide variety of occupations, (c) an assessment strategy that counselors can use to help ethnic minority students identify their own career needs, interests, and values, and (d) a decision-making strategy that counselors can use to help ethnic minority students with their career decision-making processes.

Module Objectives

When you have successfully completed this module you will be able to:

(1) List four methods of enhancing the self-concepts of ethnic minority students and give at least one example of each method. Then, write a brief summary of a group interaction strategy that counselors can use to improve the self-concepts of ethnic minority students.

(2) List and describe three information giving strategies that counselors can use to help ethnic minority students to explore a wide variety of occupations.

(3) Briefly describe an assessment strategy that counselors can use to help ethnic minority students identify their own career interests, needs, and values.

(4) List and briefly discuss four factors that influence the career decisions of ethnic minority students. Then, outline a decision-making strategy that counselors can use to help ethnic minority students with

their career decision-making processes.

NOTE: The evaluation criteria for successful completion of each objective is on page 24 in the coordinator's guide.

WORKSHOP OUTLINE

Activity	Approximate Completion Time	Module Objective Reached
Introduction	½ hour	
Enhancement of the Self-Concept	1 ½ hours	1
An Information Strategy	1 ½ hours	2
An Assessment Strategy	1 ½ hours	3
A Decision-Making Strategy	1 ½ hours	4
Wrap-Up	½ hour	
TOTAL	6 hours	

INTRODUCTION

(½ hour)

Introduction and Module Goal and Objectives (5 minutes)

1. Have the participants read the text sections entitled Introduction and Module Goal and Objectives.
2. Explain that this module is designed to help them learn strategies to provide better career guidance services for ethnic minorities.
3. Review with the participants each of the module objectives.
4. Stress the point that this is largely a self-learning module and what they learn from it is in part contingent upon what they put into it.

Time Outline (5 minutes)

1. Review with the participants the Workshop Time Outline.
2. Tell participants that they will be actively involved in each of the sessions. Each session begins with some summary statements from the text being made by the coordinator and participants. The activities which follow each introductory text section require that each participant be actively involved. These activities include such things as discussing, roleplaying, writing, and questioning.
3. Have participants read the section entitled Glossary.

Questions (5 minutes)

1. Ask if there are any general questions that can be answered before the first activity begins.
2. Tell participants that they should feel free to ask questions as they arise during the workshop.

SELF-CONCEPT ENHANCEMENT
ACTIVITY - SELF-CONCEPT ENHANCEMENT

(1¼ hours)

Goal

The purpose of this session is to help the participants learn a group interaction strategy that counselors can use to improve the self concept of ethnic minority students.

Text (20 minutes)

1. Have the participants read the text section entitled Self-Concept Enhancement.
2. Briefly summarize the text section and make the following points:
   (a) Self-concept is the view an individual has of him/herself as a result of an accumulation of life experiences.
   (b) The self-concept is influenced by many factors some of which are: (1) the ability to read, (2) travel experiences, (3) identification with role models, and (4) certain historical events.
   (c) Four methods for enhancing the self-concept are (1) acceptance of cultural background and ethnicity, (2) providing appropriate role models, (3) providing success experiences, and (4) providing peer group support.
   (d) An investigation into the contribution minorities have made in art, science, sports, and education was a sample of how two college professions attempted to develop the self-concepts of minority students in their class.
3. Permit participants to ask questions or make comments if they desire.

ACTIVITY - SELF-CONCEPT ENHANCEMENT

(25 minutes)

1. Divide the participants into small groups of 4-6 members each. Attempt to get a racial/cultural mixture in each group if possible.
2. Have each small group member do each of the following in three rounds:
   (a) Discuss any aspect of your racial group of which you are proud.
   (b) Identify your role model(s) and tell why you selected him/her (them).
   (c) Discuss at least two of your success experiences of which you are proud.
3. Encourage participants to give supportive feedback to speakers when they are discussing either of the three topics.

Discussion (10 minutes)

1. Now have all small groups form one large group. Tell each participant to make a positive statement about someone from the small group using the data the member provided in the small group.
2. Complete the discussion by highlighting the summary statements from the text.

Evaluation (20 minutes)

1. At the end of the large group discussion have the participants complete Worksheet 1.
2. Have participants turn to the evaluation criteria, page 24, to see if they have successfully completed the objective of session one.

AN INFORMATION STRATEGY

(1½ hours)

Goal

The purpose of this section is to describe and illustrate three career guidance information strategies that counselors can use to help ethnic minority students gain more occupational information.

Text (15 minutes)

1. Have the participants read the text section entitled, An Information Strategy.
2. Review the text by stressing the following points:
   (a) Many ethnic minority students lack sufficient occupational information to begin the process of vocational counseling.
   (b) Some ethnic minority group students have limited access to vocational information because of their life conditions.
   (c) Many ethnic minorities do not have sufficient vocational information because they do not read broadly enough.
   (d) Often some ethnic minorities are unlikely to read much of the occupational information because of the manner in which it is presented.
3. Tell participants they will now engage in an activity to help them provide occupational information to ethnic minority students and to determine how much information the students have about some occupations.

ACTIVITY - OCCUPATIONAL SHOPPING LIST

(20 minutes)

1. Have participants read the description of the activity entitled Occupational Shopping List.
2. Explain that the letter codes that follow each occupation are taken from Holland's occupational themes.
3. Have participants complete the Occupational Shopping List. Tell participants that this task will provide them with practice in order to use the OSL with ethnic minority students.
4. Divide the participants into small groups of 4-6.
5. Tell participants to share the information they have learned about themselves with the other group members. Some discussion questions might be:
   (a) How did this activity provide you with occupational information?
   (b) What things, if any, have you learned about other participants?
   (c) How do the results from the OSL give you direction to seek other information?
   (d) How will you use this form with ethnic minority students?
6. After the small group discussion encourage participants to make comments or ask questions about the activity.

ACTIVITY – A GUIDED VOCATIONAL FANTASY

(20 minutes)

This is an optional activity which, because of time restrictions, the coordinator might merely describe the activity to the participants as opposed to having them go through it.

1. Have participants read the description of the activity entitled A Guided Vocational Fantasy.
2. Read (to the participants) the directions at the beginning of the Guided Vocational Fantasy. Do not attempt to do this activity with minority students until you have established rapport with them.
3. After participants are ready, read through each question in order to guide them through the fantasy. For further information on guided fantasies read "Using Inner Experience: Fantasy and Daydreams" by Morgan and Skovholt, listed in the reference section of this module.
4. Divide the participants into groups of 4-6 in order to discuss the experience based on the Worksheet to a Guided Vocational Fantasy.
5. After the small group discussion encourage participants to make comments or ask questions about the activity.

A GUIDED VOCATIONAL FANTASY: INSTRUCTIONS FOR COORDINATOR

Get in a very relaxed position, close your eyes, and let your imagination begin creating vivid images as you begin a fantasy about a typical day in your (work) future.

1. Imagine that you are waking up. Is someone there with you? A spouse, children, a roommate, etc.
2. Look around your bedroom -- what do you see? What is the size of the room, the colors, what is on the walls, the floor?
3. As you get up and prepare to go to work what do you wear? Casual clothes, a uniform, a suit , coveralls?
4. Do you have breakfast before you begin your day? Do you prepare it or is it prepared for you? Are there other people there?
5. As you begin your day, do you stay home or leave for another place?
6. If you stay home, how do you begin your morning? Are you cleaning, writing, using the telephone, typing, etc? In what area of the house are you working? What does it look like?
7. If you leave home, how do you get to work? A bus, a car pool, your own car? If you're driving, what kind of car do you have -- make, model, color?
8. As you leave look back at the house and lawn, what do they look like?
9. When you arrive at your destination what does the building look like? Or, if you are staying outside, what is the scenery like and what will you do there?
10. If you go in a building, what are the other people doing? Do they greet you? Are any of them your supervisor or are you their supervisor?
11. Is your morning very active and energetic or is it more quiet and passive? Are there many people around you as you work or are you working alone?
12. As you prepare for lunch, how do you feel after a morning's work?
13. What do you do for lunch? Skip it? Go out? Are people around or not? Business or pleasure?
14. What is the afternoon like? Do you return to the kinds of things like you did in the morning? Or are you doing something different?

Are you working with your hands, your mind, both? Are there any interruptions? What kind? How do you handle them?

15. Do you take a break? What do you do during the break?
16. How do you spend the remainder of the afternoon?
17. As your work day ends, how do you feel about it? Did you get much accomplished?
18. How do you spend your evening? Home with family or friends? Doing what? What are your surroundings like? Or do you go out? Where? With whom? For how long?
19. What do you do before you get ready for bed?
20. What time do you fall asleep?

NOTE: Do not use this activity with minority group students until you have established rapport with them.

ACTIVITY - UNDERSTANDING PERCEPTIONS AND STEREOTYPES ABOUT OCCUPATIONS

(20 minutes)

1. Have participants read the description of the activity entitled Understanding Perceptions and Stereotypes about Occupations.
2. Have participants stand and form a large circle around you.
3. Ask participants to fantisize the following experience: It is 10 years in the future and you have been working for some time in your occupation. This evening you are at your high school class reunion. Your only responsibility during the course of the evening is to talk with all individuals at the reunion at least once based on the label they are wearing.
4. At this point, have participants turn backwards so that everyone in the circle is facing outward. Ask them to remain in this position until they receive further instructions from you.
5. Randomly place one of the occupational title labels you have made around the neck on the back of each participant so that they do not know the labels they are wearing. Inform the participants that the labels are being placed on their backs randomly.
6. When you have finished, ask the participants to remember to interact with everyone at the reunion at least once according to the label the others are wearing.
7. Encourage the participants to give as much occupational information (perceptions, stereotypes, facts, attitudes) as possible. Examples of possible conversational statements are:
   (a) "You must make a lot of money."
   (b) "That's really a dirty job."
   (c) "You must cut open a lot of people in a day."
   (d) "You really have to dress sharp when you go to work."
8. Tell participants that they may now begin interacting at the reunion.
9. After several minutes ask the participants to come together for group discussion.
10. Ask the participants to guess their occupational titles. Find out what information enabled them to determine their occupational titles.

11. Have participants look at their labels and verbally respond to these questions:
    (a) How did you feel about being in the role?
    (b) What did you like and dislike about the role?
    (c) Which of the other occupations were just as appealing or more appealing than yours? Why?
    (d) Which occupations did you not like? Why?
    (e) Which occupations did you know very little about?
12. Ask the participants to line up according to how they think society would rank these occupations from highest to lowest.
13. Have participants verbally respond to the following questions:
    (a) What are your feelings about the ranking?
    (b) How does it feel to be at the end of the line?
    (c) How important is it to be number one or is it alright to be number 10?
    (d) How does society influence your career decision?
14. Have the participants list sources they might use to find further occupational information. Some resource materials might be the Occupational Outlook Handbook, the Dictionary of Occupational Titles, etc.

15. Encourage comments and questions about the activity.

Evaluation (15 minutes)

1. Have participants complete worksheet 2 immediately after they have finished the activity.
2. Have participants turn to the evaluation criteria, page 24, to see if they have successfully completed the objectives of session two.

AN ASSESSMENT STRATEGY

(1½ hours)

Goal

The purpose of this session is to help the participants learn about an assessment strategy that counselors can use to help ethnic minority students identify their own career interests, needs, and values.

Text (20 minutes)

1. Have the participants read the text section entitled An Assessment Strategy.
2. Briefly summarize the text section and emphasize the following points:
   (a) There are some difficulties in using standardized tests with ethnic minority students such as:
      (1) Ethnic minorities may be excluded from or underrepresented in norm groups.
      (2) Ethnic minority students may be extremely test anxious about vocational tests.
      (3) Ethnic minority students may be less "test oriented" than other students.
   (b) Other qualities such as leadership, motivation and creativity should be considered in assessing the success of ethnic minorities.
   (c) An interview can complement the existing standardized test in positive ways:
      (1) The counselor can have immediate and personal contact with the student in the assessment situation.
      (2) The counselor can compare the results of the interviewing form with the results of the standardized instruments.
      (3) The client receives immediate feedback which is not always possible with standardized instruments especially those that must be mailed to certain testing centers for scoring.
3. Allow participants to ask any questions they may have about the text.

Activity (50 minutes)

1. Have the participants read and review the Vocational Assessment Interviewing Form.
2. Have the participants read the activity entitled, Assessment Through Interviewing.

3. Have the participants form dyads.
4. Tell the participants that they will be practicing the use of the Vocational Assessment Interviewing Form with their partners. Explain that one person should start and use the VAIF to interview the other. Then they should reverse the process. Tell them that they will have approximately 30 minutes to conduct both "interviews."
5. After the interviews have the participants share their reactions to the interviewing process and the Vocational Assessment Interviewing Form. Some discussion questions might be:
   (a) What do the participants see as the advantages and limitations of the process?
   (b) What things, if any, do the participants feel they learned about their partners through the interview that can be used to help them with their career decisions?
6. Now have the participants form small groups of 4-6.
7. Tell them that the task for each group is to discuss one or more ways that interview assessments could be used as part of their ongoing career guidance program in their work settings. Allow approximately 10 minutes for small group discussion.
8. Then have each group present the methods they discussed. Attempt to identify similarities and differences in the methods presented. Encourage other participants to comment on these methods. Allow approximately 10 minutes for these presentations.

Evaluation (20 minutes)

1. Have the participants individually complete Worksheet 3 immediately after the large group discussion.
2. Have participants turn to the evaluation criteria on page 24 to see if they have successfully completed the objectives of session three.

A DECISION-MAKING STRATEGY

(1½ hours)

Goal

The purpose of this activity is to help the participants learn about a career decision making strategy that counselors can use to help ethnic minority students with their career decision-making processes.

Text (10 minutes)

1. Have the participants read the text section entitled A Decision-Making Strategy.
2. Briefly summarize the text section and emphasize the five major factors that should be considered for good career decision-making:
   (a) Interest - Exposing ethnic minorities to role models from their ethnic group and exposing them to culturally relevant career information are at least two ways to begin to create career interest among ethnic minority students.
   (b) Ability - Assessment of the abilities of ethnic minority students must go beyond grades in school and standardized test results. Their assessment must also include factors such as leadership, motivation, creativity, and resourcefulness.
   (c) Motivation - The identification of issues which negatively effect minority people (poor medical service, poor housing, etc.) often serve to motivate minorities to enter those occupations. National leaders from minority groups can also be helpful in motivating minority group members toward success in various occupations.
   (d) Reality testing - Occupational trends, job availability, suitable working conditions, physical qualities (weight, height, condition of eyes, etc.) and limitations due to racial barriers are factors that must be weighed before a good career decision can be made.
   (e) Good help - Assistance from teachers, counselors, and other professionals who are trained to provide assistance in career guidance can be very helpful for students with their career decisions.

Activity (40 minutes)

1. Have the participants read the activity entitled A Decision-Making Strategy.

2. Have the participants form dyads with other persons in the workshop.
3. Tell the participants that they will be roleplaying counselor-student interactions. One person in each dyad should start as the counselor and one as the student.
4. Have the participants read the page entitled Roleplaying Instructions for the Counselor.
5. Have the participants roleplay for approximately 20 minutes. Then have the participants exchange roles with their partners and repeat the roleplaying activity.

Discussion (10 minutes)

1. Bring the participants back together again and ask for questions or comments regarding their roleplaying activities. What did they like about the process? What did they not like about the process?
2. How did the roleplaying activity help them narrow their career choices?

Evaluation (15 minutes)

1. Have the participants complete Worksheet 4 as soon as the large group discussion is completed.
2. Have participants turn to the evaluation criteria on page 24 to see if they have successfully completed the objectives of session four.

MODULE WRAP-UP

(½ hour)

1. Summarize the day's activities. Reinforce the skills that the participants have learned during the workshop.
2. Respond to any remaining questions that the participants may have about any of the workshop activities.
3. Point out that the references at the end of the module will provide them with additional information about the topics in the module.
4. End on a positive note. Be appreciative and thank them for participating.
5. Relax -- it's over.

EVALUATION CRITERIA

Objective 1

This objective will be achieved if participants successfully complete Worksheet 1. Successful completion first means that participants must list four methods of enhancing the self concepts of ethnic minority students. Participants must also write a brief summary of a group interaction strategy that counselors can use to improve the self-concepts of ethnic minority students. Second, participants must include in their answers the following:

Part A - Methods of Enhancing the Self Concept

(1) Encouraging ethnic minorities to accept their culture and to maintain pride in the ethnicity.

(2) Providing ethnic minority students with role models with whom they can identify.

(3) Providing ethnic minority students with success experiences.

(4) Providing ethnic minority students with peer group support.

Part B - Summary of a Group Interaction is found under the activity on self-concept enhancement in coordinator's guide.

Objective 2

This objective will be achieved if participants successfully complete Worksheet 2. Successful completion first means that participants must list and describe the three information giving strategies that counselors can use to enable ethnic minority students to explore a wide variety of occupations. Second, participants must include in their answers the following:

(a) Occupational Shopping List (OSL) - The OSL is a listing of occupations of which students can browse through and check one of the following: Like, Dislike, Unsure, or Need More Information. Each occupation is followed by a code taken from Holland's occupational themes. A list of process questions or statements follow the checklist.

(b) A Guided Vocational Fantasy - The Guided Vocational Fantasy helps the student see themselves in their future occupational role. The fantasy includes lifestyle, income levels, and work environment. The fantasy can also be used by the counselor to determine if style of living is consistent with any of the occupations a student has checked "like" on the Occupational Shopping List.

(c) Understanding Perceptions and Stereotypes About Occupations - This activity helps participants learn about perceptions and stereotypes students hold about various occupations. Participants wear labels of various occupations and others communicate with them according to their labels. The coordinator processes the activity by asking questions about the occupational labels participants wore. Finally, participants rank order their occupational labels according to societal ranking and a discussion follows.

Objective 3

This objective will be achieved if participants successfully complete worksheet 3. Successful completion first means that participants must briefly describe an assessment strategy that counselors can use to help ethnic minority students identify their own career interests, needs, and values. Second, participants must include in their answers the following: In this activity participants work in dyads where they conduct an interview with one another using a Vocational Assessment Interviewing Form. After both persons have taken their turns at interviewing, a discussion follows.

Objective 4

This objective will be achieved if participants successfully complete worksheet 4. Successful completion first means that participants must outline a decision-making strategy that counselors can use to help ethnic minority students with their career decision-making processes. Second, participants must include in their answers the following: This strategy involves roleplaying between two participants, one as counselor and the other as student. The roleplaying is a vocational counseling session where the counselor attempts to help the student narrow his/her choices. The following steps are included:

(1) Have students list 10 jobs related to their interest.
(2) Have students list 6 of the 10 jobs most closely related to their abilities.
(3) Have students list 4 of the 6 jobs most closely related to their motivation.
(4) Have students list 2 of the 4 jobs most suitable for them considering reality factors.

Note: Questions should be raised and processed at each interval by the counselor.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
This workshop made a valuable contribution to my professional development.					
I acquired no new knowledge during this workshop.					
I would not recommend this workshop to anyone else.					
I am glad I attended this workshop.					
In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
I experienced at least one negative effect from this workshop.					
This module must be improved.					
The Coordinator was an asset to this workshop.					
The Coordinator was unprepared.					
The Coordinator was poorly organized.					
The Coordinator was clear and to the point.					
The material and activities in this workshop were not helpful.					
The material and activities were applicable to my needs.					
The material and activities were routine and boring.					
The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler